

# Courage Unit

This Standards Map summarizes each of the standards met by all lessons within this unit. All **Kindness in the Classroom®** lesson plans have been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies, the Centers for Disease Control and Prevention's National Health Education Standards (NHES), and the national Common Core State Standards for English Language Arts & Literacy and Mathematics. Utilization and adoption of these national standards and competencies vary by state. Teachers can use this resource to align their own state standards with each lesson.

## Lesson 1: Courage to be ME!

### CASEL

#### Self-awareness

Identifying emotions  
Accurate self-perception  
Recognizing strengths  
Self-confidence  
Self-efficacy

#### Self-management

Self-discipline  
Self-motivation

#### Social awareness

Perspective-taking

#### Responsible decision-making

Analyzing situations  
Evaluating  
Reflecting

### NHES

#### Standard 1. Understanding concepts

1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

#### Standard 4. Interpersonal communication

4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.

#### Standard 5. Decision-making

5.5.1 - Identify health-related situations that might require a thoughtful decision.

### Common Core

#### English Language Arts Standards

##### Reading: Literature

##### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

##### Writing

##### Text Types and Purposes:

CCSS.ELA-LITERACY.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.3.2.A

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

##### Speaking & Listening

##### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

##### Language

**Conventions of Standard English:**

CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Vocabulary Acquisition and Use:**

CCSS.ELA-LITERACY.L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.3.5.B

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

## Lesson 2: Kind World Role Plays

### CASEL

#### Self-awareness

Identifying emotions  
Accurate self-perception

#### Self-management

Self-discipline  
Self-motivation

#### Social awareness

Perspective-taking  
Empathy  
Appreciating diversity  
Respect for others

#### Relationship skills

Communication  
Social engagement  
Relationship-building  
Teamwork

#### Responsible decision-making

Analyzing situations  
Solving problems  
Evaluating  
Reflecting  
Ethical responsibility

### NHES

#### Standard 1. Understanding concepts

1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

#### Standard 4. Interpersonal communication

4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.

#### Standard 5. Decision-making

5.5.1 - Identify health-related situations that might require a thoughtful decision.  
5.5.5 - Choose a healthy option when making a decision.

#### Standard 7. Practicing healthy behaviors

7.5.1 - Identify responsible personal health behaviors.

### Common Core

#### English Language Arts Standards

##### Reading: Foundational Skills

##### Phonics and Word Recognition:

CCSS.ELA-LITERACY.RF.3.3

Know and apply grade-level phonics and word analysis skills in decoding words.

##### Fluency:

CCSS.ELA-LITERACY.RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

##### Speaking & Listening

##### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

##### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

##### Language

##### Conventions of Standard English:

CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

##### Knowledge of Language:

CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

##### Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.3.5.B

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

# Lesson 3: Community Kindness TOP TEN

## CASEL

### Self-management

Impulse control  
Self-discipline  
Self-motivation

### Social awareness

Perspective-taking  
Empathy  
Appreciating diversity  
Respect for others

### Relationship skills

Communication  
Social engagement  
Teamwork

### Responsible decision-making

Analyzing situations  
Solving problems  
Evaluating  
Reflecting  
Ethical responsibility

## NHES

### Standard 1. Understanding concepts

1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

1.5.3 - Describe ways in which safe and healthy school and community environments can promote personal health.

### Standard 5. Decision-making

5.5.1 - Identify health-related situations that might require a thoughtful decision.

5.5.3 - List healthy options to health-related issues or problems.

### Standard 7. Practicing healthy behaviors

7.5.1 - Identify responsible personal health behaviors.

### Standard 8. Advocating

8.5.2 - Encourage others to make positive health choices.

## Common Core

### English Language Arts Standards

#### Reading: Literature

##### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

##### Speaking & Listening

##### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.3.2

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CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

##### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Language

#### Conventions of Standard English:

CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### Knowledge of Language:

CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.3.5.B

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

# Lesson 4: Random Acts of Kindness: Ninja Style!

## CASEL

### Self-awareness

Identifying emotions

### Social awareness

Perspective-taking

Empathy

Appreciating diversity

Respect for others

### Relationship skills

Communication

Social engagement

Relationship-building

### Responsible

#### decision-making

Analyzing situations

Evaluating

Reflecting

## NHES

### Standard 1. Understanding concepts

1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

### Standard 4. Interpersonal communication

4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.

### Standard 5. Decision-making

5.5.5 - Choose a healthy option when making a decision.

5.5.6 - Describe the outcomes of a health-related decision.

### Standard 8. Advocating

8.5.2 - Encourage others to make positive health choices.

## Common Core

### English Language Arts Standards

#### Reading: Literature

##### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

##### Speaking & Listening

##### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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##### Language

##### Conventions of Standard English:

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

##### Knowledge of Language:

CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

##### Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.3.5.B

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).



DESIGNATED BY CASEL  
AS A RECOMMENDED  
PROGRAM FOR SOCIAL  
AND EMOTIONAL  
LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>